

# Mentoring: Basic Processes and Toolkit Development Workshop

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# Purpose

- Bring our mentors and mentees together to identify basic processes of mentoring.
- Develop a toolkit of resources for those engaged in current or future mentoring relationships.

# Who are You??

- On your table there are some stickers. Take 3 stickers.
- Find 2 people who you do not know from around the room, or people you don't know very well.
- Tell them the following:
  - *your name*
  - *your laboratory and state*
  - *whether you are a "mentor, mentee, or don't know"*
  - *what you would like to get out of the session today*
- Give them a sticker and move on to a second person who you don't know and doesn't have a sticker.
- When done return to your home table.

# Setting Expectations

Write on a post-it note and place in the center of your table the answer to:

- What do you want to get out of this meeting?
- What are the topics which you will be disappointed if we did not discuss today?

# Current State of Mentoring Process

Write on a post-it note and place in the center of your table the answer to:

- What does the Mentoring process look like now?
- What should the Mentoring process look like in 2 years?
- What are some activities to incorporate into the Mentoring process?

# Objectives

- Discover common characteristics of mentors and mentees from your laboratories
- Identify issues and gaps in current mentoring processes in your laboratories
- Prepare a list of resources, forms and tools for use in a toolkit for your mentoring relationships

# Agenda

- Setting the Stage: An overview of Mentoring Basics
  - Review of Mentoring Basics Webinar series
  - Review the characteristics of mentors and mentees
- Break
- Team building challenge
- Mentoring Process Analysis
- Review of mentoring resources
- Sharing of lab mentoring resources

# ground rules

- Start/end on time
- Interactive
- Practice exercises
- Individual responses & Group activities
- Be present and focus
- Contribute and ask questions
- Learn 1+ new thing
- Have fun



# Mentoring

Is fostering a personal development relationship in which a more experienced or more knowledgeable person helps a less experienced or knowledgeable person.



We make a living by what we get...

We make a life by what we give

Winston Churchill

# Mentor- Mentee Relationships

Mentor	Mentee
Obi-Wan Ben Kenobi	Luke Skywalker
Merlin	King Arthur
Socrates	Plato
Johnny Carson	Jay Leno
Walter Cronkite	Dan Rather
?	?



# Webinar Series - Agenda

## Session 1

- Mentoring Basics: definitions, roles, responsibilities, do's, don'ts
- GROW Model and Advocacy & Inquiry Model
- Workplace application

## Session 2

- Practicing advocacy and inquiry skills within the GROW model
- Action Planning in mentoring
- Putting it together in the Workplace
- Resources and References for future study

# Roles and Characteristics

Choose a spokesperson

**Activity 1:** Review the list of the mentors items for 5 mins. Identify the top five characteristics that you find most needed by a **Mentor**.

Put each of the characteristics on a separate post-it notes.

Spokesperson is to place the post-itst on the wall chart marked **MENTOR**. Try to group characteristics with other post-its.

**Activity 2:** Repeat for **Mentee**.

**Activity 3:** Now, thinking of the items on the list – what do you think was missing from the list for either the mentor or the mentee?

Put each of the characteristics on a separate post-it note.

Spokesperson is to place the post-its on the wall chart marked **MENTOR** or **MENTEE** as appropriate. Try to group characteristics with other post-its.

# Mentoring Process Analysis

- Select the form that looks like a grid.
- Select a spokesperson for your table. The spokesperson is asked to give a sheet to each person at the table. Also assign a recorder for your table.
- For the next 5 minutes, thinking of a mentoring process you are involved in, fill in the 4 grids on the form.
- For the next 5 minutes, share your responses with your table mates. On the extra form at your table, come to agreement on the most important item in each block.
- The spokesperson for your table to report out to the group with your important findings.

# Review of mentoring resources

There are five forms in the center of the table. Distribute the forms to your table members so each person has one form

*A. Structured mentoring readiness*

*B. Goals for the Year*

*C. Productive mentoring activities*

*D. Program Outline / planner*

*E. How to apply the GROW model*



# Review of mentoring resources

For the next 5 minutes, look at your form and answer the questions on the chart. Write your answers to the questions on the back of your form.

1. What is the purpose of this form?
2. Who is the best person to use this form?
3. What do you like about the form?
4. What would you modify on the form?

Now, pass your form you just reviewed to the person on your left.

With the form you just received, answer the same 4 questions on the back of the form. You have 5 minutes. Repeat for each form.

After all of the forms have been reviewed, ask the team to choose which form they found to be most useful.

# Sharing of lab mentoring resources

I would like to invite those with stories or samples to share with the group to do so now

- Mississippi
- Ohio
- Others

# Summary

**You have had the opportunity to:**

- Discuss mentoring basics: roles, responsibilities, processes, skills
- Participate in a Team building challenge
- Analyze the Mentoring Process
- Review mentoring resources
- Share the experience of laboratory mentoring

# Objectives

- Discover common characteristics of mentors and mentees from your laboratories
- Identify issues and gaps in current mentoring processes in your laboratories
- Prepare a list of resources, forms and tools for use in a toolkit for your mentoring relationships

# Next steps

- Further developing the toolkit for mentoring
- Formalize the mentoring process based on your work
- Workgroup call to action – interested in working together – email me

# Expectations Met?

Retrieve your post-it note from the center of your table:

- Did you get what you wanted out of this meeting?
  - Where the topics you wanted discuss today?
  - Did we meet your expectation?
- 
- Please leave your expectations for this session at your table.

# Reflective Learning

On a piece of paper that you will take with you,  
Write down...

- One thing you will do when you go back to your lab related to mentoring
- Identify one topic that will yield the greatest return for you and the organization
- A type of mentoring technique would you like to learn more about

# Reflective Learning Questions

- What did I learn about:
  1. How mentoring will be used at my laboratory?
  2. How the mentoring tools will be used at my laboratory?
  3. How to effectively use mentoring language to connect with others?
  4. How I can engage in mentoring?